



UNITED  
NATIONS



Framework Convention  
on Climate Change

Distr.  
GENERAL

FCCC/SBI/2003/7/Add.4  
29 May 2003

Original: ENGLISH

SUBSIDIARY BODY FOR IMPLEMENTATION

Eighteenth session

Bonn, 4–13 June 2003

Items 3 (a) and 7 of the provisional agenda

**NATIONAL COMMUNICATIONS FROM PARTIES INCLUDED  
IN ANNEX I TO THE CONVENTION**

**COMPILATION AND SYNTHESIS OF THIRD NATIONAL COMMUNICATIONS**

**Compilation and synthesis report on third national communications**

**Addendum**

**ARTICLE 6 OF THE CONVENTION\***

**Summary**

This is the first compilation and synthesis of information related to activities undertaken by Annex I Parties under Article 6 of the Convention, based on information submitted by 28 February 2003. It outlines the main observations with regard to policy trends, lessons learnt, barriers and opportunities, and considers some reporting issues. It also provides elements for consideration in the context of reviewing progress in the implementation of the New Delhi work programme on Article 6.

\* Please note that this document will be available in all six official languages before the ninth session of the Conference of the Parties.

## CONTENTS

	<u>Paragraphs</u>	<u>Page</u>
I. INTRODUCTION.....	1 – 7	3
A. Background .....	1 – 2	3
B. Approach.....	3 – 6	3
C. Scope of the report .....	7	4
II. OVERVIEW OF ARTICLE 6 ACTIVITIES.....	8 – 30	4
A. Reporting issues .....	8 – 10	4
B. General policy trends .....	11 – 20	5
C. Responsibilities and cooperative activities .....	21 – 25	7
D. Capacity-building and international cooperation .....	26 – 30	8
III. INITIATIVES AND GOOD PRACTICES.....	31 – 55	9
A. Overview .....	31 – 32	9
B. Education .....	33 – 37	10
C. Training.....	38 – 42	11
D. Public awareness and access to information.....	43 – 49	11
E. Public participation in addressing climate change and its effects .....	50 – 52	13
F. International cooperation .....	53 – 55	14
IV. CONCLUSIONS.....	56 – 60	15

## I. INTRODUCTION

### A. Background

1. This document contains a compilation and synthesis of information submitted by Annex I Parties in the third national communications (NC3), and related to activities undertaken under Article 6 of the Convention (Education, Training and Public Awareness). This is the first attempt to review progress achieved in this area.

2. This document serves a dual purpose. It is intended to be used as an input to a broader consideration of the compilation and synthesis report on the NC3, as well as a background document for a discussion of specific issues related to implementation of Article 6 of the Convention.

### B. Approach

3. The UNFCCC guidelines<sup>1</sup> do not contain specific instructions on the way activities related to Article 6 of the Convention should be reported. For that reason, Parties used different approaches to report on these activities. To facilitate their assessment a set of criteria were used by the secretariat in the preparation of this document. These criteria are listed below and could serve as a basis for a further refinement of reporting on Article 6 activities.

4. The following main criteria were developed and applied for the preparation of this document:

- (a) Relevance of the scope and level of provided information;
- (b) Reporting on the implementation of international, regional or national instruments related to Article 6 activities;
- (c) Integration of Article 6 activities in a broader climate change context;
- (d) Reflection of capacity-building needs;
- (e) Reporting on the ways and means of disseminating information;
- (f) Reporting on identified barriers and obstacles to the dissemination of information;
- (g) Description of monitoring and evaluation of the effects of Article 6 activities.

5. To facilitate the analysis, the secretariat prepared a database of programmes and initiatives of Annex I Parties related to the implementation of Article 6 of the Convention and reported in their NC3. The database contains information on key initiatives reported by the Parties in the area of education, training, public awareness, public access to information, public participation and international cooperation.

6. A printout from the database is contained in the web-based document, *Programmes and initiatives for the implementation of Article 6 of the Convention reported by Parties included in Annex I to the Convention in their third national communications. Database information* (FCCC/WEB/SBI/2003/2).

---

<sup>1</sup> Guidelines for the preparation of national communications by Parties included in Annex I to the Convention, Part II: UNFCCC reporting guidelines on national communications. Document FCCC/CP/1999/7.

### **C. Scope of the report**

7. This document provides a preliminary review and analysis of activities developed and carried out by Annex I Parties to implement Article 6 of the Convention. In particular, it presents observations pertaining to policy trends, lessons learnt, barriers and opportunities with a view to providing a framework to Parties for reporting on their activities in the context of the implementation of the New Delhi work programme on Article 6 (decision 11/CP.8).

## **II. OVERVIEW OF ARTICLE 6 ACTIVITIES**

### **A. Reporting issues**

8. In their NC3,<sup>2</sup> Parties enhanced the level of information and reporting of activities compared to the previous national communications. This was most likely due to (i) the increased capacity of Parties for climate change analysis and reporting, and (ii) the more advanced level of development and implementation of the activities, which provided more substance for Parties to report on. Indeed, whereas in the NC1 and NC2 activities reported were quite often only declarations of intent using formulations such as “should”, “could”, or “are seen to be useful”, the status of the activities in the NC3 was reported to be mostly completed, ongoing or initiated. General observations on the level and scope of information reported in the NC3 are summarized in box 1.

#### **Box 1. General observations on the level and scope of information reported**

- Almost all Parties dedicated a separate chapter to reporting on Article 6
- The initiatives were recent (less than 3–5 years) and described in detail
- Education, training and public awareness issues featured prominently
- There was a growing inclination to report on public participation and public access to information
- Little information on international cooperation, in particular with regard to technical and financial support to developing countries, was provided
- Lack of information with regard to cost and evaluation of activities

9. The growing inclination to report on the wider implications of Article 6 might be explained by (i) the increased attention received by Article 6 in the negotiation process over the past years and the related greater awareness and acknowledgment of the breadth of its scope, as further outlined in the New Delhi work programme on Article 6 of the Convention, and (ii) the recent and evolving negotiations of regional and national agreements on the issue of public access to information and public participation in environmental matters. This is particularly reflected in the NC3 of Parties of the European region in relation to their planned or recent commitments to the Aarhus Convention<sup>3</sup>, to which a few Parties made direct reference (Czech Republic, Italy, Latvia, Sweden). Many Parties further recalled Agenda 21 and its basis for broader action on environmental awareness and education, in particular at the local level (Czech Republic, Estonia, Italy, Japan, Latvia, Liechtenstein, Poland, Spain, Sweden).

10. Some Parties reported on the cost (Austria, Belgium, Canada, Estonia, Japan, Sweden, Switzerland) and effectiveness (Canada, Finland, Netherlands, Norway, Sweden) of a few of their completed or ongoing programmes (see also paragraphs 18–20 below). Two Parties reported specific

<sup>2</sup> All Annex I Parties, except Germany and Monaco, provided information on Article 6 activities in a separate chapter. Germany and Monaco, however, reported that information in chapters on policies and measures.

<sup>3</sup> Convention on Access to Information, Public Participation in Decision-making and Access to Justice in Environmental Matters of the United Nations Economic Commission for Europe. Signed by 45 European countries, and ratified by 23, all Parties to the UNFCCC Convention, it entered into force on 30 October 2001. To date, eight of the Parties which have submitted their NC3 are already Parties to the Aarhus Convention (Belgium, Estonia, France, Hungary, Italy, Latvia, Lithuania, Poland).

programmes aimed at enhancing capacities in developing countries (Australia, Finland). Nevertheless, as noted by Australia, more details on funding of bilateral and regional activities were provided in the chapter on financial resources and transfer of technology.

## **B. General policy trends**

### **1. Strategic approach**

11. The compilation and synthesis of the NC1 and the NC2 contained general notes, mostly capturing the large range of initiatives reported by some Parties, without conveying a comprehensive analysis of these activities (FCCC/CP/1996/12/Add.1, paras. 240–246, and FCCC/CP/1998/11/Add.1, paras. 162–166). Nevertheless, they did provide some indication of a growing interest by Parties in developing, and reporting on, Article 6 activities which progressively emerged as significant policy tools in Parties' response strategies. In the NC1 the focus of reporting was on general information on the science and impacts of climate change to the general public. In the NC2, however, more emphasis was placed on the importance of education, training and public awareness campaigns in the policies and measures of the respective Parties.

12. The initiatives reported in the NC3 broadly showed continuity with those reported in the previous communications, as Parties continued to report on strengthening existing programmes launched with objectives other than climate change and having climate change benefits. However, recent policy trends emerged from the NC3, as outlined in box 2, mostly due to the fact that climate change had risen in importance in the national policy agenda in many Parties, as emphasized by France.

#### **Box 2. General policy trends for the implementation of Article 6**

- Clear shift towards developing and implementing initiatives that relate primarily to climate change issues
- Increased emphasis on the implementation of Article 6 in Parties' evolving climate response strategies, as related activities were generally regarded as fundamental instruments for the successful implementation of the overall goal of the Convention
- More integrated, strategic and phased approach to the implementation of Article 6
- Little mention by Parties of the impact of the entry into force of the Kyoto Protocol in shaping their Article 6 strategy
- Multiplication of studies and surveys to assess level of awareness and understanding on climate change issues in the public at large

13. Most Parties (Australia, Belgium, Canada, Croatia, Finland, France, Germany, Hungary, Italy, Lithuania, Netherlands, New Zealand, Norway, Sweden, Switzerland, United Kingdom of Great Britain and Northern Ireland) clearly stressed the importance of Article 6 in their climate change response strategies, as related activities can be linked to all climate change issues and are relevant for societal changes in general, and changes in consumption patterns in particular. This latter scheme was particularly conveyed by a few Parties (Belgium, Canada, Japan, Sweden). Conversely, Parties which recognized that climate change was not yet high on their policy agenda, like Slovenia, made little or no mention of a strategic approach for the development and implementation of Article 6. Nevertheless, these Parties could report on a full range of activities and stressed that more work would be needed in this area.

14. New Zealand reported that a more structured education and public participation programme was being designed as the Kyoto Protocol had become more certain, and Slovenia outlined the importance of outreach because its economy is facing great pressure from the commitments specified in the Kyoto Protocol. Some Parties reported additional planned or initiated activities relating to the implementation of the Kyoto Protocol, and in particular in terms of the provision of information and training on Kyoto

mechanisms (Bulgaria, Hungary, Italy, Slovakia, Sweden), or recognized that the Kyoto negotiations enhanced the interest of the media and contributed to a greater awareness of climate change issues (Finland, France, Hungary, Slovenia).

15. Finally, a comparative analysis of the results of surveys undertaken by some Parties (see also para. 44 below) stresses the national differences in terms of awareness and understanding of climate change issues, and of broader environmental issues. This suggests that there cannot be a “one-strategy-fits-all” type of approach for the implementation of the Article 6 work programme.

## 2. Sectoral approach

16. As reported in their chapters on policies and measures, many Parties have already begun to integrate climate change into policy objectives for the different sectors, especially the energy sector. This is largely echoed in the Article 6 chapter, with most Parties reporting on the focus of some awareness, education and information programmes and initiatives in the energy sector. Transport was another prominent sector for such activities, as reported by half of the Parties. A few Parties also identified programmes and initiatives in agriculture (Australia, Austria, Canada, France, Hungary, New Zealand) and forestry (Austria, Hungary, Japan, New Zealand, Russian Federation). In the energy and transport sectors, programmes and initiatives were targeted at a wide range of audiences, including specific occupational groups (e.g. plumbers, architects, drivers, construction engineers, tourism specialists), as well as the population at large and consumers in particular. In the agriculture and forestry sectors, on the other hand, only specific occupational groups such as farmers and foresters were identified as a responsive audience.

17. Many Parties considered innovations in technology as an important element of efforts to reduce emissions, and the promotion of new technologies was also one particular focus of some Article 6 initiatives, in particular with regard to training (Austria, Finland, Latvia, Netherlands) or dissemination of information (Australia, Belgium, Canada, Greece, Sweden, United States of America).

## 3. Monitoring and indicators of policy performance

18. As Parties recognized in developing the New Delhi work programme on Article 6 of the Convention, the nature of Article 6 activities can easily be reported, but measuring or quantifying the impacts of these activities may be more challenging.<sup>4</sup> This was reflected in the Article 6 chapter, where only a handful of countries (Canada, Finland, Netherlands, Norway, Sweden) reported on steps or measures to assess the effectiveness of some initiatives related to Article 6. Sweden further noted that “monitoring activities aimed at determining the extent to which awareness has arisen among the target groups and the extent to which this has resulted in action were costly, and therefore limited to major activities, such as information campaigns”.

19. Information on the cost of implementation of specific activities was largely missing, and information on the reductions delivered or planned by different initiatives was rarely provided. This may be due to the fact that many of the programmes reported and primarily related to climate change were launched only recently.

20. On the other hand, there is a significant attempt to use national surveys to assess the current level of awareness and understanding of the population, as the effects of an initiative in changing attitudes and awareness can be considered as one criterion in the ex-ante choice of climate change policies and the ex-post evaluation of their effects. Some Parties further elaborated on this scheme and on the need to know more about, inter alia, consumer priorities and the relationship between consumer behaviour and

---

<sup>4</sup> FCCC/CP/2002/7/Add.1, decision 11/CP.8, annex, paragraph 6.

environmental impact, as well as the need for indicators to enable control and evaluation of environmental impact and performance (Austria, France, Hungary, Netherlands, Sweden).

### **C. Responsibilities and cooperative activities**

21. As outlined in box 3, in the future local government is likely to play an increasingly prominent role in addressing both mitigation and adaptation issues. Typically, the implementation of some specific aspects of climate policy has been delegated to local authorities, such as climate change aspects of territorial planning and management of buildings, energy conservation, transportation and waste.

#### **Box 3. Responsibilities and cooperative activities: observations and trends**

- Central governments continue to play a major role in setting strategies and coordinating the implementation of Article 6 initiatives
- There is a clear tendency towards wider involvement of local government and NGOs in climate change consultations, as well as closer coordination with them in the design and implementation of Article 6 initiatives
- The private sector is recognized as a key target for educational and awareness-raising initiatives to help bridge the communication gap between researchers and decision-makers, and partnership is sought to secure participation and commitment of all economic players affected by issues related to energy and greenhouse gas emissions
- The scope of cooperative activities covers all aspects of Article 6, with special emphasis on outreach, education and participation in decision-making

22. In this context, about one third of the Parties have emphasized the role and contribution of local government in engaging the population in more sustainable consumption patterns (Austria, Belgium, Canada, Estonia, Finland, France, Italy, Latvia, Lithuania, Poland, Spain, Sweden, United States). A few Parties reported on some isolated local initiatives (Estonia, Spain, Sweden), but others preferred to outline partnership programmes engaging local authorities at the national, regional and international level with the technical and financial support of the central government and non-governmental organizations (NGOs). Examples that featured prominently in the NC3 are the Cities for Climate Protection campaign of the International Council for Local Environmental Initiatives (ICLEI) which aims to provide technical assistance and training for cities to achieve GHG mitigation; the Climate Alliance, which is a partnership between more than 1000 European local authorities and indigenous rainforest peoples of Amazonia; and Local Agenda 21.

23. The participation and contribution of NGOs was generally recognized as key and was extensively described by most Parties. This can be explained by the fact that NGOs cover all sectors of the economy and can attract a very large audience, as stated by Australia. For a few other Parties, like Estonia, the role and involvement of NGOs is still limited by the lack of financial resources, or, for Greece, by the fact that it is not of a systematic nature and is restricted to the provision of basic information. In any case, Parties underlined the financial assistance that their governments were providing to NGOs to support their activities, through either direct contributions or subsidies (Belgium, Canada, Czech Republic, European Community, Estonia, Japan, United States), and it was also recognized that more funding would be required from national or international sponsors (Estonia, Italy). Japan further expressed its commitment to increasing the support for environmental NGOs.

24. Parties generally concurred that climate change issues had to be integrated into the decisions and investment choices made by the economic players. Therefore, many Parties further encouraged cooperation and consultations with business and industry to secure participation and commitment of all economic players affected by energy and greenhouse gas emissions issues (Canada, Finland, France, Latvia, New Zealand, Norway, Sweden, United Kingdom, United States). This cooperation was

illustrated by Parties through a wide range of initiatives from public lectures and seminars to school education, distribution of publications, media activities and training courses.

25. Some Parties, like Canada, reported that “business and industry have consistently shown themselves to be concerned about climate change and willing to act to reduce emissions”, whereas others, like Finland, addressed the need to “bridge the communication gap between researchers and decision-makers”, as “problems tend to occur in the interaction between the scientific community and other societal actors”. In this context, one factor which was identified by a few Parties as playing a pivotal role is the level of scientific knowledge on climate change issues (Australia, Finland, United States). Therefore, the cooperation of scientific institutions in this process was often encouraged and promoted, in particular with regard to the dissemination of current information about the science of climate change. Many of these initiatives included the dissemination of the findings of the Intergovernmental Panel on Climate Change (IPCC), as highlighted by a few Parties (Australia, Finland, Switzerland).

#### **D. Capacity-building and international cooperation**

26. As part of their national programmes and activities in implementing the Convention, and in the context of their specific national priorities and capacities, most Parties reported the establishment or strengthening of the institutional and legal frameworks for supporting the design and implementation of educational and awareness programmes on climate change or broader sustainable development issues, as outlined in box 4. A few (Austria, Canada, Netherlands) noted the existence of specific measures systematically supporting and monitoring the implementation of innovative projects.

##### **Box 4. Key areas of capacity-building and international cooperation**

- Strengthening of institutional and legal frameworks
- Promotion of networking activities
- Elaboration of supporting and monitoring measures
- Regional harmonization of legislation

27. Emphasis was placed by two thirds of the Parties on the creation of information or research centres addressing broad environmental issues (Australia, Czech Republic, European Community, Greece, Italy, Japan, Poland, Sweden), or sectoral issues, mostly in the energy sector (Austria, Belgium, Bulgaria, Netherlands, Slovakia, Spain, United Kingdom), or focusing on climate change issues (Canada, Norway, Switzerland). A few also mentioned the creation of national observatories and climate data centres (France, United States), or recommended the establishment of such centres (Hungary, Italy).

28. The legal framework was stressed by most Parties, in particular with regard to education. Many Parties noted that climate change is anchored in broader environmental and sustainable educational programmes. Some Parties reported new or updated legislation and regulations that strengthened the commitment to environmental education in the national curricula (Australia, Bulgaria, Czech Republic, Poland, United Kingdom). Many Parties also identified recent national and regional laws and agreements which provide a framework for public participation and access to information on environmental matters, and a basis for the creation of related programmes (Belgium, Czech Republic, Italy, Japan, Lithuania, Poland, Slovakia, Sweden, United States).

29. Most of the Parties with economies in transition (EIT Parties) acknowledged the role of the process of harmonization of their legislation with the European Community legislation, in the framework of the European Community accession partnership, in the shaping of their climate policies. This extended to translation of several European Community directives into national law in the areas of, inter alia, education and public access to information. To support this work, the European Community



programmes that provided the accession countries with both financial and methodological support (e.g. the Programme on Renewable Energy Resources, PHARE) were noted by some EIT Parties.

30. Synergies, as well as international and regional cooperation, were identified by many Parties in the context of their networking activities or as part of scientific research programmes, as reported in particular by the Russian Federation. The establishment of, or participation in, national, regional or international networks in the area of environmental education and information featured in almost all NC3. Also, a few Parties concerned by the European Community accession partnership programmes generally referred to it in detail, as most of those programmes include training and information components (Bulgaria, Latvia). However, little was reported regarding technical and financial support for the development of Article 6 related programmes in developing countries.

### III. INITIATIVES AND GOOD PRACTICES

#### A. Overview

31. Generally, Parties provided ample information on their initiatives, outlining the objectives, identifying the specific targets to which they were directed, reporting on the status of development and implementation, and listing a wide variety of instruments used. The objectives of the measures and initiatives reported are summarized in box 5.

#### **Box 5. Major objectives of Article 6 measures and initiatives reported by Annex I Parties**

##### *Education*

- Integrating climate change problems in curricula
- Furthering knowledge and understanding of greenhouse effects
- Sensitizing young people and promoting of early awareness and action on climate change

##### *Training*

- Imparting specific skills and enhancing advisory capacities
- Furthering the understanding of the Kyoto mechanisms
- Marketing of and adapting to new technologies
- Supporting preparation of national climate change strategies
- Introducing mutually beneficial and cost-effective measures

##### *Public awareness*

- Raising awareness of climate change issues and mitigation measures
- Encouraging contributions and personal actions to reduce emissions
- Generating support for climate change policies and measures
- Fostering behavioural changes

##### *Public access to information*

- Keeping informed on, and promoting, initiatives, developments and opportunities
- Stimulating and facilitating participation in decision-making
- Ensuring critical evaluation of policy options
- Bridging the communication gap between researchers and decision-makers

##### *Public participation in addressing climate change*

- Implementing the principles of governance and complying with related international, regional and national legal instruments
- Ensuring transparency of policies and creating constructive feedback
- Engaging all stakeholders and encouraging debate and partnership

##### *International cooperation*

- Promoting exchange of experience
- Enhancing capacity-building through technical and financial support
- Developing and supporting networking activities

32. The following sections present an overview of the measures, programmes and initiatives designed and implemented to reach the objectives delineated above, as well as outlining the barriers, gaps and opportunities reported by Parties in each area. A comprehensive list of initiatives can be found in the complementary web-based document extracted from the related database (see para. 6).

### **B. Education**

33. In their dedicated chapter Parties overall reported on Article 6 activities focusing on climate change issues, but they acknowledged that climate change could be addressed within the larger scope of environmental protection and sustainable development in the area of education. However, young people are widely recognized to be a key target for raising awareness and understanding of climate change issues, and recent initiatives reflected efforts by Parties to increase the emphasis on climate change and further its integration into curricula. Most Parties stressed that progress was being made in this respect, particularly in the areas of vocational education and training. Many Parties also promoted and encouraged the development of voluntary programmes that would address climate change and how it relates to sustainable development. To support the design and implementation of the various educational programmes, almost all Parties noted the development of new materials in printed or electronic versions with dedicated funding, and many Parties reported on the necessary training of teachers and identified related programmes.

34. As young people were the primary target for the various efforts, another way of addressing climate change issues in the context of education, reported by more than half of the Parties, was to undertake educational programmes in schools or involve them in projects and initiatives that would contribute to reducing emissions, or to evaluating and monitoring environmental impacts. A few examples are the “Bonus model for schools” in Austria, the “Solar Schools” network in Greece, the “Green Classes” in Belgium, the “Eco Schools Award” scheme in the United Kingdom, or the “Junior Park Ranger” project in Japan. At the international level, examples of frequently reported initiatives include the GLOBE programme and the Bet project.

35. A few Parties clearly identified some barriers in the area of education (Austria, Italy, Lithuania, Sweden), ranging from the complexity of the schooling system to the lack of special programmes addressing climate change, the lack of suitable teaching materials, or the lack of time for teaching on climate change issues. The Swedish EPA undertook a survey in the year 2000 to find out how the climate change issue was dealt with in school teaching and found that “lack of time was given as the main obstacle to teaching on the climate issue”, and that “teachers also felt that they needed better teaching materials and to improve their own knowledge”.

36. Opportunities were also identified by a few Parties which recognized, for instance, that the wide and growing access to the internet in schools ensured improved access to better information (Finland, Latvia). Other Parties found the resources or alternative ways to address and respond to specific problems, like Canada, where professional development workshops are being coordinated to better equip teachers to teach on climate change in the classroom, or Liechtenstein which appointed environmental focal points in some schools.

37. Many of the efforts and initiatives were reported by most Parties as recent, and a few Parties noted that some programmes were still being developed. Depending on the national circumstances and capacities, the focus of action for formal education is twofold: (i) developing and implementing a sound framework to further integrate climate change issues in the curricula; and (ii) identifying needs and developing tools for facilitating the implementation of the framework. Also, almost all Parties reported on the growing importance of extra-curricular or non-formal educational programmes. These programmes are usually developed and implemented by governments in cooperation with other

governmental and non-governmental organizations, and efforts are under way to strengthen these partnerships as well as to promote innovative activities in this area.

### **C. Training**

38. Training issues were generally well covered in the NC3. The focus of the activities was mostly on climate change issues and was adapted to the specific target groups. A broad audience was identified by Parties, as training mostly relates to the various occupational groups directly or indirectly concerned by climate change issues (see para. 16 above). A few Parties, like France, recognized the need to further adapt training within each sector, and some programmes are being developed to identify priorities in this area. Australia reported on particular efforts “to incorporate greenhouse-related elements into relevant areas of vocational education and training curricula”.

39. A wide range of instruments were highlighted by Parties, such as organization of workshops and seminars, online training, CD-ROMs, guides, leaflets and other training kits. To promote and legitimize some training courses, a few Parties recognized the emergence of innovative tools, such as accreditation and certification systems (Australia, Austria, Spain).

40. A few Parties, like Hungary, noted that “the main forum for professional development in the field of climate change was the national and international conferences and expert workshops”. However, Hungary further outlined the familiar disadvantages of these, and in particular that “participants were often the same”. Another barrier suggested by more Parties is financial constraints. Parties did not specifically mention the cost of training programmes, but Croatia outlined that the coordination and implementation of training activities would be costly, and Estonia remarked that these programmes were not free for the participants. Nevertheless, a few Parties acknowledged that there were opportunities for international support, in particular in the context of the European Community accession partnership programmes. Finland also reported that its government, in cooperation with Sweden, had organized seminars to “enhance the capabilities of Estonia, Latvia and Lithuania in preparing their national communications”.

41. Moreover, the growing importance of collaborative activities with NGOs as well as the private sector was also noted by many Parties. In this context, it was noted that several private-sector associations have developed education and training programmes for employees and their customers.

42. The importance of training, and the breadth of opportunities it provides to support policies and measures related to mitigation, was acknowledged by most Parties. Many new programmes are being developed accordingly, and some Parties have already identified priority areas and key targets.

### **D. Public awareness and public access to information**

43. The issues of public awareness and public access to information were those most extensively covered by all Parties, because of the wide range of possible activities. An important feature that emerged from most NC3 is the establishment of comprehensive communication strategies that are usually defined by the current status of awareness and understanding of the population with regard to environmental issues. Hungary regretted the lack of widely available studies on the awareness and understanding of climate change issues in particular, but many Parties reported that they had recently undertaken national surveys or research studies focusing on climate change or more broadly on environmental issues (Austria, Canada, Estonia, Finland, France, Hungary, Netherlands, New Zealand, Sweden, Switzerland, United Kingdom).

44. Parties reported on diverse levels of awareness. Many Parties (Austria, Canada, Finland, France, Netherlands, New Zealand, Sweden, Switzerland, United Kingdom) identified as it high and increasing, others as low, or as low but increasing (Estonia, Hungary, Slovakia, Slovenia). Only one Party, Finland,

could report on a high level of understanding. Many others identified it as medium or low (Canada, Estonia, France, Hungary, New Zealand, Sweden, Switzerland). The low level of understanding is most probably due to the complexity of climate change issues, as outlined by France and the Netherlands.

45. The Netherlands reported that the public generally holds “others” responsible, and the United Kingdom that “it did not know the link between their use of energy in their homes or in their cars, and climate change”. Italy and Slovakia noted that the impacts of climate change are not yet perceived as a real national threat or priority by the population. Most Parties therefore found it difficult and challenging to maintain interest on these issues and to bring the population to contribute individually, or to support policies and measures to combat the problem (Estonia, Greece, Hungary, Netherlands, Norway, Poland, Sweden, United Kingdom). A few Parties, however, noted that their population was already willing to take personal action (Austria, Bulgaria, Canada, Finland, France, New Zealand, Sweden).

46. In this context, some Parties reported that there had been a shift in message, from creating awareness of the problems, as in previous awareness campaigns, to gaining and maintaining support for implementing solutions (Austria, Netherlands). New information campaigns and initiatives therefore (i) aimed to target a more focused audience, e.g. consumers rather than the general public; (ii) used a message that was easy to understand (Netherlands); (iii) attempted to explain the prospective national impacts of climate change (Italy); and (iv) placed emphasis on simple actions (Japan, United Kingdom, United States) or focused on alternative behaviour in day-to-day living (Netherlands). Significant emphasis was further placed on the portfolio approach, meaning that a wide range of instruments and targets were used to obtain maximum impact, as outlined in box 6.

**Box 6. Main instruments and targets reported by Parties**

- *National information campaigns* aimed at the general public to raise general awareness and understanding and supported by slogans, brochures, posters, web sites, media outreach, designation and celebration of days or months.
- *Consumer information and services*, aimed at promoting environmentally friendly, energy-saving consumption choices and supported by product labelling, information counters, brochures, advisory services, and telephone or online information for purchasers.
- *Educational projects aimed at specific occupational groups* to promote new technologies, encourage sustainable development techniques and principles, supported by workshops and conferences, technical fairs, guides and materials, newsletters, and interactive web sites.
- *Educational projects aimed at young people* to stimulate early action and interest, and supported by contests, games, web sites, etc. One example cited by several Parties is “the Bet”.
- *Systematic dissemination of information* aimed at the general public as well as targeted groups to enhance knowledge and understanding on climate change issues, and supported by the setting up of dedicated web sites, translation and adaptation of scientific reports, and in particular of the IPCC findings, visits and briefings.

47. The role of the media, and in particular the press, was highlighted by all Parties. A few, like France, acknowledged that its influence was not easy to measure. Parties reported that climate change issues had been dealt with in the media since the early 1990s (Finland, France), with increased interest in recent years with the coverage of the Conference of the Parties, or with the occurrence of extreme weather events in some countries (Croatia, France, Hungary, Slovakia, Slovenia). Some Parties elaborated further on this issue and noted that the quality of the information on climate change supplied by the media was “deemed mediocre” (France), that “the link between international negotiations and domestic commitments was not made clear by the media” (Sweden), or that “the media were unable to

assume its role of spreading ideas” (Italy). Therefore, many Parties stressed the importance of better informing and preparing journalists, for example through press briefings, press releases, training, development of kits and adapted guides, translation of scientific reports, presentations in user-friendly formats, up-to-date audiovisual materials (Czech Republic, Estonia, European Community, France, Italy, Norway, Slovakia, Switzerland, United States). In particular, the United States reported on two initiatives aimed at enhancing journalists’ knowledge of climate change issues: (i) co-sponsoring, with NASA, workshops on global climate change and providing science reporters with basic tutorials, information on scientific advances, etc., and (ii) the development of a series of reporters’ guides focusing on climate change issues.

48. In addition, almost all Parties underlined the importance of facilitating access to information, since effective public participation in decision-making depends on full, accurate, up-to-date information. In accordance with the national legal frameworks, it concerned (i) the right of the public to seek information from public authorities, and the obligation of public authorities to provide information in response to a request (passive access to information), and (ii) the right of the public to receive information and the obligation of authorities to collect and disseminate information of public interest without the need for a specific request (active access to information) (Czech Republic, Italy, Latvia, Sweden). The emerging use of electronic tools to facilitate this process was reported by many Parties, and was identified as a major opportunity to build up information resources and enhance partnerships and networking in this area (Hungary, Latvia, Norway, Slovakia). Almost all Parties noted the development of web sites, for which a majority provided the related URLs. A list of these URLs can be found in the accompanying web-based document (see para. 6).

49. The range and variety of the reported initiatives emphasizes the major role of public awareness and understanding in supporting national policies and measures in response to the climate change problem. Nevertheless, as outlined by Sweden, “while information can help cement and to some extent influence attitudes, more powerful means and political decisions are required to change behaviour”. Furthermore, enhanced outreach and partnerships at the local and regional levels with all stakeholders were deemed necessary by many Parties. Examples of fostered partnership, in particular with local authorities and NGOs, featured prominently in the NC3.

#### **E. Public participation in addressing climate change and its effects**

50. Only a few Parties dedicated separate sections addressing the issue of public participation (Australia, Czech Republic, New Zealand, Sweden), but many more referred to it in some different way, such as involvement of NGOs and decision-makers (Bulgaria, Finland, France, Latvia, Switzerland), or as an overall principle (Italy). Some Parties reported that the principle of public participation concerned participation by the public that may be affected by or was otherwise interested in decision-making on a specific activity (France, United States). Others considered that it concerned the participation of the public in the development of plans, programmes and policies relating to climate change issues (Australia, New Zealand). This discrepancy is probably due to the fact that the “public”, or the “public concerned” can be defined in different ways. The Aarhus Convention defines and sets out rights for the “public” (natural or legal persons, as well as organizations) and “the public concerned” (those who are affected or likely to be affected by or having an interest in the environmental decision-making). In order to be part of the “public concerned”, NGOs need only promote environmental protection and meet requirements under national law.

51. Many innovative initiatives and mechanisms to enable the public to comment on policy development, and have an input into it were reported or recommended by the Parties. Box 7 below provides an overview of the main initiatives reported.

52. The principle of public participation in addressing climate change and its effects was reported to rely for its effectiveness on the other elements of Article 6, to ensure that the public can participate in an informed fashion. For instance, the United States outlined its commitments to providing citizens with access to the information necessary to critically evaluate the consequences of policy options. Sweden emphasized that people must be aware of the issues and understand them, and must also know what is needed to solve the problem and the part they can play in that process. Environmental education and training, information and initiatives to raise awareness will be key elements in the process.

**Box 7. Public participation – mechanisms and initiatives**

- Providing access to discussion papers and draft policy documents by creating and maintaining web sites
- Undertaking wide-ranging inquiries, public hearings and national consultations
- Engaging NGOs and other stakeholders in the preparation and review of the national communication
- Establishing consultancy and advice centres
- Creating forums and setting up task forces
- Organizing seminars and conferences
- Seeking accreditation for participation in the international negotiation process
- Strengthening the legal framework for public participation

**F. International cooperation**

53. Parties generally did not document their efforts to cooperate at the international level on the development and exchange of materials, or on the implementation of programmes related to Article 6 in developing countries. Only two Parties reported related activities: Australia mentioned its contribution to the international arena through its funding of bilateral and regional activities that strengthen climate change capacity-building, information networks, training and research in developing countries, predominantly in the Asia–Pacific Region; and Finland reported on some projects in developing countries (e.g. the PANIF project in Nicaragua) which also aimed at increasing the public awareness of climate change.

54. On the other hand, two thirds of the Parties reported on international networking activities, which emerged as a key tool for cooperation in the areas of education, training and dissemination of information, and are facilitated by the growing access and use of electronic tools in all Annex I Parties. For instance, in the area of education, participation in the international GLOBE programme, under which students measure and monitor the quality of the environment under the supervision of specialized teachers, featured prominently in the NC3 (Czech Republic, Estonia, Finland, Greece, Japan, Spain, Switzerland, United States). The European Commission further outlined its responsibility for providing support in the form of networks and dissemination of good practice. Croatia recommended the founding of an international information network that would support the design and implementation of programmes related to Article 6.

55. Some European Parties also reflected on regional cooperation programmes, such as the Dutch–Central European SCORE programme supporting the promotion of energy efficiency (Latvia, Poland), or the Dutch–Czech “Tulip” project concerned with the implementation of environmental education in elementary schools (Czech Republic), or the European Community PHARE programme which supported the organization of several training courses (Bulgaria, Latvia). The European Commission further reported on a recommendation to formulate a special programme in the field of environmental education and training to assist accession countries. This recommendation emerged from a conference held by the European Commission in May 1999.

#### IV. CONCLUSIONS

56. There is evidence that activities under Article 6 of the Convention are emerging as a significant policy tool, and that many Parties demonstrated a solid track record of achievement in education, training, public awareness and public access to information as well as public participation. As stated by Canada, "approaches have been piloted, lessons learned, and partnerships and linkages developed". Some Parties, and in particular EIT Parties, recognized that more work was needed in these areas, and all Parties agreed that there was a need for long-term sustained efforts to increase public awareness and understanding of climate change and its impacts, and what can be done to reduce emissions and adapt to changes.

57. The guiding principles generally outlined by Parties for developing and implementing activities related to Article 6 were in line with those driving the New Delhi work programme as elaborated by Parties at the eighth session of the Conference of the Parties, i.e. (i) a country-driven approach; (ii) cost-effectiveness; (iii) a phased and integrated approach into existing climate change programmes and strategies; (iv) the promotion of partnerships, networks and synergies; and (v) the principles of sustainable development.

58. Although reporting in the NC3 was generally more complete than in the previous national communications, the level and scope of reporting varied widely between Parties, and some gaps still remained. In order to ensure greater coherence and avoid gaps in future communications, more specific guidance and a format for providing information on programmes and initiatives could be developed. The set of criteria used for the preparation of this document could serve as a basis for that future guidance (see Section I.B. Approach).

59. More detailed guidance would also facilitate the review of progress in the implementation of the New Delhi work programme on Article 6, for which Parties are requested to prepare reports (within their national communication, where possible) on their related efforts for consideration by the Subsidiary Body for Implementation in 2004 and 2007 (Decision 11/CP.8, para. 3).

60. In continuing their work to meet the requirements under Article 6 of the Convention, Parties may wish to consider the following points:

(a) Identifying and reporting on technical and financial support initiatives aimed at enhancing the capacity of developing countries to develop and implement activities related to Article 6;

(b) Establishing or strengthening mechanisms to monitor the impact and assess the costs of their Article 6 activities, and sharing experience and lessons learnt on this matter;

(c) In accordance with decision 11/CP.8, inviting intergovernmental organizations and NGOs to continue their relevant activities and forwarding the relevant information to the secretariat in accordance with their national circumstances.

-----